



## **ANTI-BULLYING POLICY**

**Assistant Vice Principal KS4, October 2011  
Formal Review: October 2012**

## ANTI-BULLYING POLICY

### Introduction

In the Academy we want to create a caring and safe environment for all who learn and work here. The Governing Body values the good relationship fostered by the Academy and expect that every allegation of bullying will be taken seriously.

### Policy Aims

To demonstrate that the Academy takes bullying seriously and that it will not be tolerated;  
To take measures to prevent all forms of bullying in the Academy and on off-site activities;  
To support everyone in the actions to identify and protect those who might be bullies;  
To demonstrate to all that the safety and happiness of all students is enhanced by dealing positively with bullying;  
To promote an environment where it is not an offence to tell someone about bullying;  
To promote positive attitudes in students in regards to assertiveness training through counselling sessions.

### Rationale

To ensure every learner is safe, valued, feels free to contribute, achieve and progress and remains free from bullying.

All staff, students and parents should be aware of the negative effects that bullying can have on individuals and the Academy in general, and should work towards ensuring that students can work in an environment without fear. Learners who are being bullied will not be able to learn effectively.

Bullying is unacceptable in this Academy but also recognises that because of the verdicts in bullying cases it must take account of bullying perpetrated outside of school which spills over into the Academy. The Academy will do what is reasonably practicable to eliminate any such bullying.

### Categories of Bullying

**Physical harm:** Pushing, kicking, punching, pinching, any form of violence

**Verbal abuse:** Name-calling, sarcasm, spreading rumours, persistent teasing

**Cyber bullying:** Sending harmful or cruel text or images using any area of the internet or mobile phones. To be read in connection with the E-Safety Policy

**Emotional abuse:** Tormenting, making fun of someone, humiliation, isolation by groups of students from groups or activities, destroying or spoiling work, dirty looks, spreading rumours, demanding money

**Homophobic abuse:** Unwanted physical contact, abusive comments, particularly related to sexuality

## **Definition of Bullying**

We need to have a clear definition of bullying and an understanding of what a bully and victim would be like. The notes below are for general introduction only and require full discussion at all levels, teaching and non teaching staff (which would include dinner supervisors and students).

## **Types of Bullying**

Bullying is often a series of apparently minor incidents. Tackling these minor incidents will reduce the occurrence of more major or persistent bullying. Minor incidents include:

- name calling;
- looks;
- 'borrowing' equipment;
- one student intimidating another in order to copy homework;
- spoiling another student's work;
- pushing in at the dinner queue;
- groups of students isolating another by not letting him or her join in.

## **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- does not want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above

- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **Responsibilities**

The Governing Body will liaise with the Chair, the Principal and Designated Teacher over all anti-bullying strategies and individual cases where appropriate. The Governing Body will discuss, review and endorse agreed strategies on the initiative of the 'nominated governor', and in any case will discuss the Principal's Annual Report on the working mechanisms of this policy.

### **The Principal will:**

Ensure that all staff have an opportunity of discussing strategies and reviewing them;  
 Determine the strategies and procedures;  
 Discuss development of the strategies with the Senior Leadership Team;  
 Ensure appropriate training is available including knowledge about bullying and the range of anti-bullying interventions and restorative practices;  
 Ensure that the procedures are brought to the attention of all staff, parents and students;  
 Report annually to the Governing Body;  
 Have a centralised recording system which identifies vulnerable students at intake, tracking student behaviour for evaluation of support and provide evidence for the effectiveness of interventions including peer support. This is evidenced through IEP's and Every Learner Matters Group and within the Bridge Centre;  
 Ensure parent/carer involvement with an 'open door' policy for access to staff;  
 Use the Student Council as an effective reporting system in regards to 'bullying', peer support to target transition, mediation, buddy system and supported by senior management;  
 Use curriculum work to embed anti-bullying work through interactive methods (PSHE and SEAL). The Academy will raise awareness of the anti-social nature of bullying through the guidance and citizenship programme, Academy assemblies, the Student Academy Council, use of tutorial time and the national curriculum programmes of study as appropriate;  
 Include Peer Support as an inclusive way of involving students in anti-bullying work;  
 Positively promote schemes to keep a high profile through assemblies, notice boards and the intranet.

## **Procedures**

### **Guidelines for Staff**

If bullying is suspected or reported the incident will be investigated and dealt with initially and immediately by the teacher approached;

If a racial element to the bullying is suspected the Assistant Vice Principals KS3/KS4 must be informed immediately;

The incident will be recorded on the appropriate incident form and all parties would be interviewed separately and recorded;

The Assistant Vice Principals KS3/KS4 will put in place the appropriate strategy and plan of action to combat the bullying;

The Every Learner Matters Group will oversee the implementation of the strategy;

Parents will be kept informed by the Assistant Vice Principals KS3/KS4; any sanctions against the bullies will be determined by the Assistant Vice Principals or through the Every Learner Matter Group.

### **Bullied Students**

Staff who deal with students who have been bullied must always offer reassurance. Students who have bullied will be given support determined by the Every Learner Matters Group and in consultation with the student.

### **Bullies**

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the Academy through counselling and restorative practices. However, the Academy recognises that sanctions will also have to be used against bullies.

### **Involvement of Parents/Carers**

Parents/carers of students who are being bullied and parents/carers of the bullies will be involved in the solution to the problem as appropriate by the Assistant Vice Principals KS3/KS4 and the Every Learner Matter Group in consultation with the Designated Teacher. Parents will be informed of the policy and procedures and the possibility of permanent exclusion following gross acts of bullying.

### **Involvement of Students**

Students will be involved in the positive strategies through both the Academy Council and tutor groups. Students will have an input into anti-bullying programmes and (Anti-Bullying Charter Mark) and will be consulted on how it could be developed further through student voice. A major part of the programme consists of educating students in how to cope with bullying.

### **Strategies for Dealing with Bullying**

For further information useful advice can be found in the DfES non-statutory guidance 'Bullying – Don't Suffer in Silence – Anti-Bullying Pack for Schools (64/2000).

OFSTED also published a report on bullying in schools – Bullying: Effective Action in Secondary Schools HMI 465. It offers advice to schools on how to set about tackling bullying. This can also be found in the Safeguarding Children Folder on the Academy intranet.

Access the OFSTED report at; [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

A website to help bullied students; [www.pupilline.net](http://www.pupilline.net)

**This policy links with other policies and should be read in conjunction with them:**

Behaviour for Learning Policy

Safeguarding/Child Protection Policy

E-Safety Policy

ICT Acceptable Use Policy

Equalities and Diversity Policy